	STUDENT RECORD PAPER AND PENCIL CHECKLIST		
	Student Name:		
	Date of Review:		
	Date of Neview.		
IR	Interventions and Referral		
IR.1	At least two classroom interventions and/or programs implemented before referral.	II.B, II.C. p.	
	The loads two diaddroom interventions and/or programs implemented before referral.	14	Y N NA UD
IR.2	Before referral, proficiency in English or native language was assessed and found adequate.	14	Y N NA UD
IR.3	Documentation that classroom interventions and/or programs failed, with supporting	II.B, II.C p. 14	
	data attached.		Y N NA UD
	Initial Referral:		
	Person making referral:		
	Areas of concern:		
	Alodo di delidetti.		
IEV	Initial Evaluation		
IEV.1	Consent for Initial Evaluation included in the student's file.	II.C. p. 14	Y N NA UD
IEV.2	Evaluation completed within 60 days of receiving parental consent.	с. р. т т	Y N NA UD
IEV.3	Written Notice of Initial Evaluation.	IV.D.	
12 4.0	Whiteh Notice of Initial Evaluation.	p.68 II.C.4	Y N NA UD
IEV.4	Procedural Safeguards provided to parents/guardians.	IV.D.2.d	1 1110/102
	1 1000ddidi Odiogadido providod to paromo/gadraldilo.	p.70 IV.E.1.	
		p.70 IV.E.II.	Y N NA UD
IEV.5	Parents given copy of Evaluation Consent form.	p.70	Y N NA UD
IEV.6	Parents given copy of Review of Existing Data form (if applicable).		Y N NA UD
IEV.7	For an initial evaluation (IF APPROPRIATE), the evaluation team that includes the	II.E. p. 16, 17	1 14 14/1 01
L V . /	parents, reviews existing evaluation data and determines whether additional data are	II.∟. p. 10, 17	
	needed for determining eligibility, present levels of performance/ educational needs		
	and/or whether student needs special education and related services.		Y N NA UD
IEV.7	Student is assessed in all areas related to suspected disability and sufficiently	II.D. p. 15 -16	
L V . /	comprehensive to identify needs.	II.D. p. 10	Y N NA UD
	Areas Assessed		1 14 14/1 01
IEV.8	Variety of assessment tools and strategies were used to gather relevant	II.D. p. 15;	
IL V.0	functional/developmental and other information that was used in determining eligibility.	II.F.1.b. p. 18	
	Turictional/developmental and other information that was used in determining engionity.	п.т .т.в. р. то	Y N NA UD
IEV.9	Parental input was used to gather relevant functional/developmental, and other	II.D. p. 15	I IN INA OD
IL V.5	information related to student involvement and progress in general curriculum	п.Б. р. 10	
	(preschoolers- appropriate activities) that is used in determining eligibility.		Y N NA UD
	(presentation appropriate activities) that is used in determining engishity.		111111100
REV	Reevaluation		
REV.1	Written Notice of Reevaluation.	IV.D. pag	
	Whiteh Notice of Noovalidation.	68 II.E.5.a	Y N NA UD
REV.2	Parents given copy of review of existing data form.	55L.io.a	Y N NA UD
REV.3	The evaluation team that includes the parents, reviews existing evaluation data and	II.E. p. 17	
	determines whether additional data are needed for determining eligibility, present levels	p. 17	
	of performance/educational needs and/or whether student needs special education and		
	related services.		Y N NA UD
REV.4	If needed, Consent for Reevaluation included.	II.E. p. 16	Y N NA UD
<u> </u>	Form Date:		
REV.5	Student is assessed in all areas related to suspected disability and sufficiently	II.D. p. 15 -16	
	comprehensive to identify needs.		Y N NA UD
	Areas Assessed		1
REV.6	Variety of assessment tools and strategies were used to gather relevant	II.D. p. 15;	
1	functional/developmental, and other information that was used in determining eligibility.	II.F.1.b. p. 18	
			Y N NA UD
REV.7	Parental input was used to gather relevant functional/developmental, and other	II.D. p. 15	
l · · ·	information related to student involvement and progress in general curriculum		
	(preschoolers- appropriate activities) that is used in determining eligibility.		Y N NA UD

IEL_1 Initial Eligibility Determination Form P. 17 N. N. U.D.				
EL.2 Notice of Meeting for Initial Eligibility Meeting Y. N. N. U. D.			p. 17	
EL.4 Evaluation Summary Report attached to Eligibility Determination form.				
IEL-4				Y N NA UD
IEL5 Parents given copy of Eigblility Determination documentation. IEL6 Parents given copy of Eigblility Determination documentation. IEL7 P. NA UD				Y N NA UD
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EL.8 slack of instruction in reading or math the primary factor in determining eligibility? Y N NA UD Y N NA U				Y N NA UD
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IEL.9 Is limited English proficiency the primary factor in determining eligibility? Complete Eligibility Determination form for disability category Attachment A, then diactae compliance status.			16	Y N NA UD
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REL.9 Is lack of instruction in reading or math the primary factor in determining eligibility? REL.10 Is limited English proficiency the primary factor in determining eligibility? Complete Eligibility Determination form for disability category Attachment A, then indicate compliance status. REL.11 The student meets the categorical eligibility criteria of one of these categories. Disability catagory: IIEP Initial IEP Date of Initial Eligibility Determination: Date of Initial IEP: IIEP.1 IEP developed within 30 days of eligibility determination. IIEP.2 Notice of Meeting for Initial IEP Meeting. IIEP.3 Written Notice of IEP implementation. IIEP.4 Procedural Safeguards provided to parents/guardians (meets once a year requirements). Procedural Safeguards provided to parents/guardians (meets once a year requirements). Parents given copy of IEP. IIEP.6 Parents given copy of IEP. IIEP.6 Parent either participated in IEP meeting, participated by alternate means, or was provided adaquate notice of the meeting. IIEP.6 Regular Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		completion of evaluation procedures.		
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P.70 Y N NA UD	IIEP.4	Procedural Safeguards provided to parents/guardians (meets once a year	IV.D.2.d	
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necessary by written agreement of Parent and LEA, since area not discussed.	IIEP.6d			
IV ALALID		necessary by written agreement of Parent and LEA, since area not discussed.		
L Y N NA OD				Y N NA UD

IIEP.6e	A qualified LEA either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written		
	agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.6f	An individual who can interpret instructional implications of the evaluation process either		
	participated in the IEP meeting, was excused by written consent of Parent and LEA with		
	documented input, or attendance was not necessary by written agreement of Parent		
UED C**	and LEA, since area not discussed.		Y N NA UD
IIEP.6g	Other: either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not		
	necessary by written agreement of Parent and LEA, since area not discussed.		
	Theodoscary by William agreement of Faront and EE/1, since area not allocated.		Y N NA UD
IIEP.7	IEP Team documents present levels of academic achievement and functional		
	performance including baseline or current data.		Y N NA UD
IIEP.8	The present levels of academic achievement and functional performance describe how		
	disability affects involvement/progress in general curriculum or appropriate activities.		Y N NA UD
IIEP.9	For students participating in the UAA, a description of benchmarks or short term		1 1414/(0B
	objectives is included.		Y N NA UD
IIEP.10	IEP contains statement of measurable academic and functional goals.		Y N NA UD
IIEP.11	IEP goals address areas of need (areas identified in PLAAFP)		Y N NA UD
IIEP.12	IEP contains statement of how progress toward annual goals will be measured	III.lp.47	Y N NA UD
IIEP.13	IEP contains statement of when periodic reports on progress will be provided to	III.lp.47	VALNATID
IIEP.14	parents. IEP contains special education services.	III.lp.46	Y N NA UD Y N NA UD
IIEP.15	IEP contains special education services. IEP contains related services.	III.lp.46	Y N NA UD
IILI .10	Related Services	ш.р.+о	1 1414/(0B
IIEP.16	IEP contains supplementary aids and services to be provided to student or on behalf of	III.lp.46	
	student.		Y N NA UD
IIEP.17	IEP contains a statement of program modifications or supports for school personnel that	III.lp.46	
	will be provided for the student: (1) to advance towards annual goals and (2) to be		
	involved and progress in general curriculum and participate in extracurricular and other		VALNATIO
IIEP.18	nonacademic activities. IEP contains an explanation of extent to which student will NOT participate with non-	III.lp.47	Y N NA UD
IILF.10	disabled students in the regular class and other activities.	III.Ip.47	Y N NA UD
IIEP.19	IEP contains statement of how SWD will participate in state or district-wide	III.lp.47	11110102
	assessments with or without accommodations and/or modifications or reasoning behind		
	participation in the Alternate Assessment.		Y N NA UD
IEP.20	IEP contains projected date for beginning of services.	III.lp.47	Y N NA UD
IIEP.21.a	IEP team considers and revises IEP as appropriate to address: Positive Behavioral	III.lp.44	
	Interventions and supports and other strategies to address the behavior of a student		V NI NIA LID
IIEP.21.b	whose behavior impedes learning. IEP team considers and revies IEP as appropriate to address: Language needs for	III.lp.44	Y N NA UD
1121.21.0	English Language Learners (LEP students).	ш.гр.тт	Y N NA UD
IIEP.21.c.	IEP team considers and revises IEP as appropriate to address: Braille instruction for the	III.lp.44	
	student who is blind or visually impaired.		Y N NA UD
IIEP.21.d	IEP team considers and revises IEP as appropriate to address: Communication needs:	III.lp.44	
	(1) for all students, and (2) students who are deaf or hard of hearing including		
UED 04	language/communications methods/modes with peers and staff.	III I. 44	Y N NA UD
IIEP.21.e	IEP team considers and revises IEP as appropriate to address: Assistive technology devices/services (external only) for the s tudent who without them would not benefit	III.lp.44	
	from special education.		Y N NA UD
IIEP.22.a	IEP team considers and revises IEP as appropriate to address: Extended School Year	III.lp.44	111111100
	Services.		Y N NA UD
IIEP.22.b	If ESY selected, goals, services, and amount of time included.		Y N NA UD
CIEP	Reevaluation IEP	. 47	VALNATID
CIEP.1	IEP included in student file. Date of Current IEP:	p.17	Y N NA UD
	Date of Last IEP:		
CIEP.2	IEP reviewed or revised periodically, not less than annually.	p.15	Y N NA UD
CIEP.3	Notice of Meeting of Reevaluation IEP Meeting.	r	Y N NA UD
CIEP.4	Written Notice of IEP implementation.	IV.D.p.68-69	Y N NA UD

CIEP.5	Procedural Safeguards provided to parents/guardians (meets once a year	IV.D2.d p.70	
	requirements).	IV.E.1. p.70	
		=	Y N NA UD
CIEP.6	Parents given copy of IEP.	III.F.6. p.43	Y N NA UD
CIEP.7	IEP documents the participation of required IEP team members by signature, title and	III.E. p.41	V NI NIA LID
OIED 7	date.		Y N NA UD
CIEP.7a	Parent either participated in IEP meeting, participated by alternate means, or was		V NI NIA LID
OIED 75	provided adaquate notice of the meeting.		Y N NA UD
CIEP.7b	Student either participated in the IEP meeting or was not transition age (16+).		Y N NA UD
CIEP.7c	Regular Education Teacher either participated in the IEP meeting, was excused by		
	written consent of Parent and LEA with documented input, or attendance was not		
	necessary by written agreement of Parent and LEA, since area not discussed.		
<u> </u>			Y N NA UD
CIEP.7d	Special Education Teacher either participated in the IEP meeting, was excused by		
	written consent of Parent and LEA with documented input, or attendance was not		
	necessary by written agreement of Parent and LEA, since area not discussed.		
			Y N NA UD
CIEP.7e	A qualified LEA either participated in the IEP meeting, was excused by written consent		
	of Parent and LEA with documented input, or attendance was not necessary by written		
	agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7f	An individual who can interpret instructional implications of the evaluation process either		
	participated in the IEP meeting, was excused by written consent of Parent and LEA with		
	documented input, or attendance was not necessary by written agreement of Parent		
	and LEA, since area not discussed.		Y N NA UD
CIEP.7g	Other: either participated in the IEP meeting, was excused		
	by written consent of Parent and LEA with documented input, or attendance was not		
	necessary by written agreement of Parent and LEA, since area not discussed.		
			Y N NA UD
CIEP.8	IEP team documents present levels of academic achievement and functional		
	performance (including baseline or current data.)		Y N NA UD
CIEP.9	For students participating in the UAA, a description of benchmarks or short term		
	objectives is included.		Y N NA UD
CIEP.10	The present levels of academic achievement describe how disability affects		111111100
	involvement/progress in general curriculum or appropriate activities.		Y N NA UD
CIEP.11	IEP contains statement of measurable academic and functional goals.		Y N NA UD
CIEP.12	IEP goals address areas of need (areas identified in PLAAFP).		Y N NA UD
CIEP.13	IEP contains statement of how progress toward annual goals will be measured.	III.I p. 47	Y N NA UD
CIEP.14	IEP contains statement of when periodic reports on progress will be provided to	III.I p. 47	1 14 14/1 01
OILI .14	parents.	π.ι ρ. 47	Y N NA UD
CIEP.15	IEP contains special education services.	III.I p. 46	Y N NA UD
		III.I p. 40	Y N NA UD
CIEP.16	IEP contains related services.		T IN INA UD
CIED 47	Related Services		
CIEP.17	IEP contains supplementary aids and services to be provided to student or on behalf of		VALALA
OIED 40	student.	III. I	Y N NA UD
CIEP.18	IEP contains a statement of program modification or supports for school personnel that	III.I p. 46	
	will be provided for the student: (1) to advance towards annual goals, and (2) to be		
	involved and progress in general curriculum and participate in extracurricular and other		V
0.55	nonacademic activities.		Y N NA UD
CIEP.19	IEP contains an explanation of extent to which student will NOT participate with non-	III.I p. 47	
<u> </u>	disabled students in the regular class and other activities.		Y N NA UD
CIEP.20	IEP contains statement of how SWD will participate in state or district-wide assessment	III.I p. 47	
	with or without accommodations and/or modifications or reasoning behind participation		
	in the Alternate Assessment.		Y N NA UD
CIEP.21	IEP contains projected date for beginning of services.	III.I p. 47	Y N NA UD
OIED OF	IEP team considers and revises IEP as appropriate to address: Positive Behavioral	III.H p.44	
CIEP.22.a			
CIEP.22.a	Interventions and supports and other strategies to address the behavior of a student		
	whose behavior impedes learning.		Y N NA UD
CIEP.22.a		III.H p.44	Y N NA UD
	whose behavior impedes learning.	III.H p.44	Y N NA UD Y N NA UD
	whose behavior impedes learning. IEP team considers and revies IEP as appropriate to address: Language needs for	-	
CIEP.22.b	whose behavior impedes learning. IEP team considers and revies IEP as appropriate to address: Language needs for English Language Learners (LEP students). IEP team considers and revises IEP as appropriate to address: Braille instruction for the	-	
CIEP.22.b CIEP.22.c	whose behavior impedes learning. IEP team considers and revies IEP as appropriate to address: Language needs for English Language Learners (LEP students). IEP team considers and revises IEP as appropriate to address: Braille instruction for the student who is blind or visually impaired.	III.H p.44	Y N NA UD
CIEP.22.b	whose behavior impedes learning. IEP team considers and revies IEP as appropriate to address: Language needs for English Language Learners (LEP students). IEP team considers and revises IEP as appropriate to address: Braille instruction for the student who is blind or visually impaired.	-	Y N NA UD

CIEP.22.e	IEP team considers and revises IEP as appropriate to address: Assistive technology	III.H p.44	
	devices/services (external only) for the s tudent who without them would not benefit	· ·	
	from special education.		Y N NA UD
CIEP.23.a	IEP team considers and revises IEP as appropriate to address: Extended School Year	III.H p.44	
	Services.	· ·	Y N NA UD
CIEP.23.b	If ESY selected, goals, services, and amount of time included.		Y N NA UD
ILRE	Initial LRE/Placement		
	Date of Initial IEP:		
	Date of Initial Placement:		
ILRE.1	Initial Placement (services) began as soon as possible following IEP meeting.	P.52	Y N NA UD
ILRE.2	Notice of Meeting for Initial LRE/Placement Meeting.		Y N NA UD
ILRE.3	Written Notice of Initial LRE/Placement Implementation.		Y N NA UD
ILRE.4	Consent for Intial Placement included in the student's file.		Y N NA UD
ILRE.5	Placement decision is made by a group of persons including student's parents and	III.R.3 p.52	
	other persons knowledgeable about the student, meaning of evaluation data and		
	placement options.		Y N NA UD
ILRE.6	Placement option selected:	III.R.3 p.53	
	Regular Class		
	Regular Class with resource services		
	Self-contained with resource services		
	Special class		
	Special school		
	Home instruction		
	Hospital/Institutional		
	Placement not addressed		
	Reason for option selected:		
	Curricular content not appropriate		
	Degree of instructional modification needed		
	Degree of behavioral interventions needed		
	Other:		
ILRE.7	If student's placement was changed, Written Notice was provided.		Y N NA UD
CLRE	Reevaluation LRE/Placement		
02.112	Date of Initial Placement:		
	Current Placement Review Date:		
	Last Placement Review Date:		
CLRE.1	Placement reviewed at least annually, based on IEP (asap following current IEP		
02.12.1	meeting).		Y N NA UD
CLRE.2	Notice of Meeting Continuing LRE/Placement Meeting.	p.52	Y N NA UD
CLRE.3	Written Notice of Implementation of maintaining or changing placement.	p.02	Y N NA UD
CLRE.4	Placement decision is made by a group of persons including student's parents and		
OLIVE. 1	other persons knowledgeable about the student, meaning of evaluation data and		
	placement options.		Y N NA UD
CLRE.5	Placement option selected:		
7 1	Regular Class		
	Regular Class with resource services		
	Self-contained with resource services		
	Special class		
	Special school		
	Home instruction		
	Hospital/Institutional		
	Placement not addressed		
	Reason for option selected:		
	Curricular content not appropriate		
	Degree of instructional modification needed		
	Degree of behavioral interventions needed		
	Other:		
CLRE.6	If student's placement was changed, Written Notice was provided.		Y N NA UD
32.12.0	Stass o placomon mae onangou, militori monoo mae provideu.		

	TRANSITION DARK OF TO BARRED BROOKING	1100E B 1	
E.A.	TRANSITION: PART C TO PART B PROGRAM	USOE Rule	
		II.G.(c) (7)	
		p.35	
E.A.1	Transition planning meeting arranged by lead agency for Part C Program. (Information	USOE Rule	
	item, does not count as compliance.)	III.Z.I p.64	Y N NA UD
E.A.2	Transition planning implemented not less than ninety (90) days prior to eligibility for	USOE Rule	
L.A.2	preschool Part B program. (Information item, does not count as compliance.)		Y N NA UD
E A O			T IN INA UD
E.A.3	LEA representative participated in transition planning meeting.	USOE Rule	
		III.Z.I p.64	Y N NA UD
E.A.4	Parent informed of Part B rights and responsibilities at transition planning meeting.		
			Y N NA UD
E.B.	SERVICES AT AGE THREE		
E.B.1	If an eligible student's third birthday occurs during the summer, the IEP team	USOE Rule	
L.D. 1	determines when services begin. (Services may begin at the beginning of the school		
		III.Z.I p.64	V
	year, if appropriate.)		Y N NA UD
E.B.2	IEP team considered IFSP (could be included in PLAAFP or goal).		Y N NA UD
E.B.3	Part C invited to initial IEP.		Y N NA UD
School to Po	ost-School Transition		
T.A.	TRANSITION IEP PROCEDURES		
1.7.	Beginning not later than the first IEP to be in effect when the student is 16:		
T A 4			
T.A.1	LEA documents that the student's long-range post school outcomes, based on student's		
	preferences and interests		Y N NA UD
T.A.2	Evidence of age-appropriate transition assessments conducted.		Y N NA UD
T.A.3	PLAAFP statements address transition strengths and needs.		Y N NA UD
T.A.4	Based on transition assessment results, IEP contains measurable goals/activities to		
	assist student in achieving long-range post-secondary outcomes.		Y N NA UD
T.A.5	Areas addressed:		1 1110/102
			V NI NIA LID
T.A.6	Training		Y N NA UD
T.A.7	Post-Secondary Education		Y N NA UD
T.A.8	Employment		Y N NA UD
T.A.9	Independent Living Skills (where appropriate)		Y N NA UD
T.A.10	Transition plan contains a course of study needed to assist student in reaching long-		
	range post-secondary outcomes.		Y N NA UD
T.A.11	If an invited representative from another agency did not attend, LEA takes steps to		11414/100
11.A.11			VALNATIO
	obtain their participation in the planning of any needed transition services.		Y N NA UD
T.B.1	Beginning not later than 1 year before 18th birthday, student and parents were informed		
	that rights under Part B will transfer to him/her when he/she reaches 18.		Y N NA UD
T.B.2	At least 45 days before graduation (change of placement), student and parents were		
	provided with Written Notice indicating that the student will graduate from high school		
	with a regular diploma and graduation with a diploma terminates eligibility for special		
	education and related services.		Y N NA UD
TDO			I IN INA OD
T.B.3	LEA provided the student with a summary of the student's academic achievement and		
	functional performance, which included recommendations on how to assist the student		
	in meeting the student's post-secondary goals.		Y N NA UD
TC	AGENCY RESPONSIBILITIES FOR TRANSITION SERVICES		
T.C.1	Was a representative from another agency invited to the IEP meeting?		Y N NA UD
T.C.2	If an invited representative from any other agency did not attend, LEA takes steps to		
1.0.2	obtain their participation in planning of any needed transition services.		Y N NA UD
T C 2		LICOT Dula	T IN INA UD
T.C.3	A participating agency from outside the LEA failed to provide agreed upon transition	USOE Rule	
	sevices contained in the IEP. (Information item, does not count as compliance.)	III.E.9.Page	
			Y N NA UD
T.C.3a	If T.C. 3 is "yes", LEA initiates a meeting to identify alternative strategies to meet the	USOE Rule	
	transition objectives and, if necessary, revises the student's IEP.	III.J.2.b. Page	
1	, , , , , , , , , , , , , , , , , , , ,	48	Y N NA UD
		10	111111100
<u> </u>			
Attachment	Α		
Α	Classification for Autism(AU)		
AU.A.	ELIGIBILITY CRITERIA		
AU.A.	LLIGIBILITI CRITERIA		

AU.A1	Autism is student's primary disability, although student may exhibit other characteristics		
	such as an emotional disturbance or intellectual disability.		Y N NA UD
AU.A2	Student exhibits significant impairments in social interaction, communication, and/or		
	repetitive and stereotyped patterns of behavior.		Y N NA UD
AU.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
AU.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	
		II.F.(a)p.18	Y N NA UD
AU.A5	Student's disability adversely affects student's education performance.		Y N NA UD
AU.A6	Student requires special education/related services.		Y N NA UD
AU.B.	EVALUATION		Y N NA UD
AU.B1	Multiple measures including an autism checklist/rating scale must be used to assess		V NI NIA 11D
ALIDO	intellectual, academic communicating, social and adaptive functioning.		Y N NA UD
AUB2	Student's prior medical and developmental history from a qualified health professional		
	must be on record regarding specific syndromes, health concerns, medication, and any		
	information required for planning student's education program.		Y N NA UD
			T IN INA UD
Α	Classification Form for Communication Disorder (CD)		
CD.A	ELIIGIBILITY CRITERIA		
CD.A1	Communication disorder is student's primary disability; however, students who qualify in		
00.7(1	another disability category may also qualify for communication disorder services.		
	another disability category may also quality for communication disorder services.		Y N NA UD
CD.A2	For students whose primary home language is other than English, the communication		T IVIV/COD
00.712	disorder must exist in the student's primary language and not be the result of learning		
	English as a second language.		Y N NA UD
CD.A3	If primary home language is other than English, student's proficiency in English or other		111111100
0510	language was assessed.		Y N NA UD
CD.A4	Are the student's learning problems primarily the result of a visual, hearing, or motor		11110102
05	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
CD.A5	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	
	gradient de gradient	II.F.(a)p.18	Y N NA UD
CD.A6	Student's disability adversely affects student's educational performance.	\ /1	Y N NA UD
CD.A7	Student requires special education/related services.		Y N NA UD
CD.B	EVALUATION		
CD.B1	Multiple measures are used for classifying a student as communication disordered.		
			Y N NA UD
CD.B2	Documentation is provided that indicates that the student has a disorder in listening,		
	reasoning, and/or speaking to such a degree that special education is needed.		
			Y N NA UD
Α	Classification Form for Deafblindness (DB)		
DB.A	ELIGIBILITY CRITERIA		
DB.A1	Deafblindness is a primary disabling condition, but student may have other disabilities in		
DD 40	addition to vision and hearing loss.		Y N NA UD
DB.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		V NI NIA 11D
DD 40	economic disadvantage?		Y N NA UD
DB.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		V NI NIA LID
DB.A4	Student's disability adversely affects student's education performance.		Y N NA UD Y N NA UD
DB.A4 DB.A5	Student's disability adversely affects student's education performance. Student requires special education/related services.		Y N NA UD
DB.AS	EVALUATION		I IN INA UD
DB.B1	Multiple measures are used to assess vision and hearing.		Y N NA UD
DB.B1	Evaluation includes and takes into consideration impact of the combined vision and		I IN INA OD
20.02	hearing losses.		Y N NA UD
DB.B3	Audiological Evaluation includes both clinical and functional assessment.		Y N NA UD
DB.B3 DB.B4	Vision Evaluation includes both ophthalmological and functional assessment.		Y N NA UD
55.D 4	VISION E VARIACION INGIGUES DOIN OPTIMALINOLOGICAL AND IUNICIONAL ASSESSIMENT.		I IVIVA OD
Α	Classification Form for Develomental Delay (DD)		1
DD.A	ELIGIBILITY CRITERIA		+
DD.A1	Student's primary disability is not one of the other disabilities.		Y N NA UD
	The state of the s	<u> </u>	

DD.A2	When adequate evaluation data is available, student is classified in one of the other	
	disability categories.	Y N NA UD
DD.A3	Percentile or Standard Devistion Scores:	
	Cognitive	
	Physical Motor	
	Language/Speech	
	Social/Emotional	
	Self-help/Adaptive Behavior	
DD.A4	Student has a significant delay, defined as 1.5 standard deviations below the mean, or	
	at or below the 7th percentile in three areas of development; 2.0 standard deviations	
	below the mean, or at or below the 2nd percentile in two areas of development; 2.5	
	standard deviations below the mean, or at or below the 1st percentile in one area of	V NI NIA 11D
DD 45	development.	Y N NA UD
DD.A5	Are the student's learning problems primarily the result of a visual, hearing, or motor	
	disability, intellectual disability, emotional disturbance or environmental, cultural, or	VALNATID
DD.A6	economic disadvantage?	Y N NA UD
DD.A6	Is a lack of instruction in reading or math the primary factor in determining eligibility?	VALNATID
DD.A7	Chindontia dipolitica advanata officiale advantia advantia partemento	Y N NA UD Y N NA UD
DD.A7 DD.A8	Student's disability adversely affects student's education performance.	
DD.A8	Student requires special education/related services.	Y N NA UD
DD.B1	Multiple measures are used to assess areas of suspected delay.	Y N NA UD
DD.B1	Assessments selected are appropriate for students ages 3 through 7 and based upon	T IN INA UD
DD.BZ	student's sensory limits.	Y N NA UD
	Student's Sensory limits.	T IN INA UD
٨	Classification For for Emotional Disturbance (ED)	
A ED.A	Eligibility Criteria	
ED.A1	Emotional disturbance is primary disability.	Y N NA UD
ED.A1	Is the student behaving as an emotionally disturbed student because of:	I IN INA OD
ED.A2	an inappropriate classroom discipline system,	Y N NA UD
ED.A2b	breakdown of classroom discipline,	Y N NA UD
ED.A2c	inappropriate academic instruction or materials,	Y N NA UD
ED.A2d	vision or hearing impairments, or	Y N NA UD
ED.A2e	other medical conditions.	Y N NA UD
ED.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor	TIVIVOD
LD./10	disability, intellectual disability, emotional disturbance or environmental, cultural, or	
	economic disadvantage?	Y N NA UD
ED.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	111111105
	is a lask of monaction in roading of main the primary laster in determining engisimy.	Y N NA UD
ED.A5	Student's disability adversely affects student's educational performance.	Y N NA UD
ED.A6	Student requires special education/related services.	Y N NA UD
ED.B	EVALUATION	
ED.B1	Multiple measures (formal and informal) must be used to assess behavioral, social and	
	academic areas.	Y N NA UD
ED.B2	Documentation that demonstrates that the behavior has been exhibited over a long	
	period of time and to a marked degree that adversely affects the student's educational	
	performance.	Y N NA UD
ED.B3	Educational observations of the student which include at least three (3) fifteen-minute	
	observations on referring behavior pinpoints. A student who is not disabled and who is	
	not being referred must be selected and observed in the same setting on the same	
	behavior pinpoints as the referred student for comparison. An assigned member of the	
	evaluation team other than the student's regular classroom teacher will make the	
	educational observations. (These observations are required only for initial evaluation for	
	classification, not for reevaluation, but may be determined needed by the IEP team.)	
		Y N NA UD
ED.B4	Complete documentation in the student's records in each of the following areas:	
ED.B4a	Academic performance as evidenced by achievement tests, classroom academic	
	screenings and tests, report cards, cumulative records, etc.	Y N NA UD
ED.B4b	Social/adaptive behavior checklists or rating scales, which provide information	
	regarding the student's past and present patterns of interaction with peers, family,	
	teachers, adults, etc.	Y N NA UD
ED.B4c	Behaviors for which the student is referred.	Y N NA UD
Α	Classification form for Hearing Impairment/Deafness (HI/D)	

HI.A	ELIBILILITY CRITERIA	
HI.A1	Hearing impairment is primary disability.	Y N NA UD
HI.A2	Before classifying a student as deaf or having a hearing impairment, the team must take	
	into account whether central nervous system impairment or other impairments may be	
	the cause of the hearing loss.	Y N NA UD
HI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor	
	disability, intellectual disability, emotional disturbance or environmental, cultural, or	
	economic disadvantage?	Y N NA UD
HI.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	
		Y N NA UD
HI.A5	Student's disability adversely affects student's education performance.	Y N NA UD
HI.A6	Student requires special education/related services.	Y N NA UD
HI.B	EVALUATION	
HI.B1	Multiple measures are used for a student suspected of having a hearing impairment.	VALALA 115
		Y N NA UD
HI.B2	Areas of evaluation included:	V NI NIA LID
HI.B2a HI.B2b	Audiological evaluation,	Y N NA UD
HI.B2c	language growth and development (signed, spoken or written), speech/language evaluation,	Y N NA UD Y N NA UD
HI.B2d	academic achievement.	Y N NA UD
i ii.bzu	academic achievement.	I IN INA OD
Α	Classification Form for Intellectual Disability (ID)	
ID.A	ELIGIBILITY CRITERIA	
ID.A1	Intellectual disability is primary disability.	Y N NA UD
ID.A2	Intellectual, academic, and adaptive assessment results expected to demonstrate	
	consistently low profiles across measures.	Y N NA UD
ID.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor	
	disability, intellectual disability, emotional disturbance or environmental, cultural, or	
	economic disadvantage?	Y N NA UD
ID.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	
		Y N NA UD
ID.A5	Student's disability adversely affects student's education performance.	Y N NA UD
IE.A6	Student requires special education/related services.	Y N NA UD
ID.B	EVALUATION	
ID.B.1	Multiple measures (formal and informal) must be used for a student suspected of having	VALNATID
ID.B.2	an intellectual disability. The student's language and motor skills must be considered in the selection of	Y N NA UD
10.0.2	evaluation instruments.	Y N NA UD
ID.B.3	Intellectual evaluation:	I IN INA OD
10.0.0	Name of IQ Test:	Y N NA UD
	VIQ Score:	Y N NA UD
	PIQ:	Y N NA UD
	FIQ:	Y N NA UD
ID.B.3a	An individual major test of intelligence must be administered by a qualified examiner.	
	Documentation must be provided which indicates significant subaverage intellectual	
	funtioning (generally two standard deviations) on the full-scale score.	
		Y N NA UD
ID.B.3b	If verbal or performance scores are significantly discrepant from each other, further	
	evaluation must be conducted to determine the reason for the discrepancy and to	
	ensure that the student is actually manifesting an intellectual disability.	Y N NA UD
ID.B4	Documentation of academic achievement as measured by achievement test, classroom	
ID D5	academic screenings and tests, report cards, cumulative records, etc.	Y N NA UD
ID.B5	Documentation of significant deficits in adaptive behavior as measured by standardized	
	and/or curriculum-based assessments must be gathered from parents and school staff.	Y N NA UD
		I IN INA UD
Α	Classification Form for Multiple Disabilities (MD)	
MD.A	ELIGIBILITY CRITERIA	
MD.A1	The student has concomitant impairments the combination of which causes such severe	
	educational needs that they can not be accomodated in special education program	
	solely for one of the impairments.	Y N NA UD
	Disability Area 1:	
	Disability Area 2:	

MD.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
MD.A3	economic disadvantage? Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
			Y N NA UD
MD.A4	Student's disability adversely affects student's education performance		Y N NA UD
MD.S5	Student requires special education/related services		Y N NA UD
MD.B	EVALUATION		
MD.B1	Multiple measures (formal and informal) must be used.		Y N NA UD
MD.B2	Cognitive ability is assessed.		Y N NA UD
MD.B3	The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.		Y N NA UD
MD.B4	The student's prior medical history, from a qualified health professional, must be on		
	record regarding specific syndromes, special health problems, (e.g., tracheotomy),		
	medication, and long-term medical prognosis for the individual.		Y N NA UD
Α	Classification Form for Other Health Impairment (OHI)	USOE Rule 11.G	
OHI.A	ELIGIBILITY CRITERIA	p. 32-33	
OHI.A1	Other health impairment is primary disability.		Y N NA UD
OHI.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or		
0	economic disadvantage?		Y N NA UD
OHI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
			Y N NA UD
OHI.A4	Student's disabality adversely affects student's education performance.		Y N NA UD
OHI.A5	Student requires special education/related services.		Y N NA UD
OHI.B	EVALUATION		
OHIB1	Multiple measures(formal and informal) must be used to assess all areas of suspected		V NI NIA LID
OLU DO	deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
OHI.B2	The student's prior medical history, from a qualified health or mental health professional, must be on record regarding specific syndromes, health concerns,		
	medication, and any information deemed necessary for planning the student's		
	educational program.		Y N NA UD
	Cadeational program.		TIVIVIOD
Α	Classification Form for Orthopedic Impairment (OI)		
OI.A	ELIGIBILITY CRITERIA		
OI.A1	Orthopedic impairment is primary disability.		Y N NA UD
OI.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor		
	disability, intellectual disability, emotional disturbance or environmental, cultural, or		
	economic disadvantage?		Y N NA UD
OI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		
			Y N NA UD
OI.A4	Student's disability adversely affects student's education performance.		Y N NA UD
OI.A5	Student requires special education/related services.		Y N NA UD
OI.B	EVALUATION		
OIB1	Multiple measures(formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
OI.B2	The student's prior medical history, from a qualified health or mental health		
	professional, must be on record regarding specific syndromes, health concerns,		
	medication, and any information deemed necessary for planning the student's educational program.		Y N NA UD
CI D	Charifia Lagraina Dischility		
SLD SLD.A	Specific Learning Disability		
SLD.A SLD.A1	ELIGIBILITY CRITERIA Learning disability is primary disability.		Y N NA UD
SLD.A1 SLD.A2.a	A team of qualified professionals including the student's parent(s) determines eligibility	USOE Rule	I IN INA UD
OLD.AZ.a	and includes: The student's parents.	II.G.(b)(4) p.	
	and molucos. The student's parents.	34	Y N NA UD
SLD.A2.b	A team of qualified professionals including the student's parent(s) determines eligibility	USOE Rule	I IV IVA OD
JLD.⊼∠.0	and includes: The student's regular teacher, or if the student does not have a regular	II.G.(b)(1) p.	
	teacher, a regular classroom teacher qualified to teach a student of his or her age. (See		
	manual for Preschool)		Y N NA UD
L	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1	

SLD.A2.c	A team of qualified professionals including the student's parent(s) determines eligibility and includes: At least one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, resource teacher, speech-		
SLD.A3	language pathologist, or reading specialist. The student must score above the intellectual disabilities range on a test of intellectual		Y N NA UD
	ability using a reliable, valid, individually administered and standardized instrument.		Y N NA UD
	Name of IQ Test	USOE Rule II.G.(b)(5) II. G. (c)(1) p. 34	
	VIQ score		
	PIQ score		
	FIQ score		
0.5.4	Other IQ score		
SLD.A4	Does this district/charter school use a discrepency or response to intervention approach to SLD eligibility?		
	Discrepency, complete SLD.A 5 Response to Intervention, complete SLD.A6		
SLD.A5	A severe discrepency must exist between achievement and intellectual ability in one or		
OLD.AG	more of the catagories listed under evaluation (Estimator disk = 93% confidence level or		
	above) (WJ III Compuscore minimum -1.5 discrepency) Confidence level:		Y N NA UD
SLD.A6	Is there a report of data on student's response to intervention included as part of the evaluation summary report?		Y N NA UD
SLD.A7	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
SLD.A8	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule	1 14 14/1 02
SLD.A9	Is limited English proficiency the primary factor in determining eligibility?	II.F.(a)p.18 USOE Rule	Y N NA UD
SLD.A10	Student's disability adversely affects student's educational performance.	II.F.(a)p.18 USOE Rule	Y N NA UD
		II.G.(b)(8) p. 34	Y N NA UD
SLD.A11	Student requires special education/related services.	USOE Rule II.G.(b)(2) p. 34	Y N NA UD
SLD.B	EVALUATION		
SLD.B1	Multiple measures (formal and informal) must be used.	USOE Rule II.G.(b)(3) p. 34	Y N NA UD
SLD.B2	Achievement must be measured in one or more of the seven learning areas identified in Part B of the IDEA. These include: (a) oral expression, (b) listening comprehension, (c) written expression, (d) basic reading skills, (e) reading comprehension, (f) mathematics calculation, and (g) mathematical reasoning.		Y N NA UD
SLD.B3	An observation of the student's academic performance in the regular classroom setting	USOE Rule	T IN INA OD
OLD.BO	must be conducted by at least one team member other than the student's regular teacher. In the case of a student not in school, or less than school age, a team member must observe the student in an appropriate environment for a student of that age.	II.G.(c)(2) p.	
			Y N NA UD
SLD.B4	Each identified deficit must be confirmed by at least two measures of achievement (e.g., a standardized instrument and a classroom observation in the area(s) of suspected disability.) One measure must be an individually administered standardized instrument that specifically assess the achievement area.	USOE Rule II.G.(c)(3) p. 35	
	and openingally assess the definertial area.		Y N NA UD
SLD.B5.a	The team must prepare a written report of the results of the evaluation that includes: Documentation that the student is eligible as a student with a specific learning disability.		
SLD.B5.b	The team must prepare a written report of the results of the evaluation that includes:	35 USOE Rule	Y N NA UD
	The basis for making the determination.	II.G.(c)(7) p. 35	Y N NA UD

SLD.B5.c The team must prepare a written report of the results of the evaluation that includes The relevant behavior noted during the observation of the student and the relations of that behavior to the student's academic functioning. SLD.B5.d The team must prepare a written report of the results of the evaluation that includes description of the instructional environment in which the observation took place. SLD.B5.e The team must prepare a written report of the results of the evaluation that includes The educationally relevant medical findings, if any. SLD.B5.h The team must prepare a written report of the results of the evaluation that includes The written signature of each team member certifying whether the team report refle	hip II.G.(c)(7) p. 35 s: A USOE Rule II.G.(c)(7) p. 35 s: USOE Rule II.G.(c)(7) p. 35	Y N NA UD Y N NA UD
of that behavior to the student's academic functioning. SLD.B5.d The team must prepare a written report of the results of the evaluation that includes description of the instructional environment in which the observation took place. SLD.B5.e The team must prepare a written report of the results of the evaluation that includes The educationally relevant medical findings, if any. SLD.B5.h The team must prepare a written report of the results of the evaluation that includes	35 S: A USOE Rule II.G.(c)(7) p. 35 USOE Rule II.G.(c)(7) p. 35	Y N NA UD Y N NA UD
SLD.B5.d The team must prepare a written report of the results of the evaluation that includes description of the instructional environment in which the observation took place. SLD.B5.e The team must prepare a written report of the results of the evaluation that includes The educationally relevant medical findings, if any. SLD.B5.h The team must prepare a written report of the results of the evaluation that includes	USOE Rule II.G.(c)(7) p. 35 USOE Rule II.G.(c)(7) p. 35 35	Y N NA UD
description of the instructional environment in which the observation took place. SLD.B5.e The team must prepare a written report of the results of the evaluation that includes The educationally relevant medical findings, if any. SLD.B5.h The team must prepare a written report of the results of the evaluation that includes	II.G.(c)(7) p. 35 USOE Rule II.G.(c)(7) p. 35	Y N NA UD
SLD.B5.e The team must prepare a written report of the results of the evaluation that includes The educationally relevant medical findings, if any. SLD.B5.h The team must prepare a written report of the results of the evaluation that includes	35 S: USOE Rule II.G.(c)(7) p. 35	Y N NA UD
The educationally relevant medical findings, if any. SLD.B5.h The team must prepare a written report of the results of the evaluation that includes	USOE Rule II.G.(c)(7) p. 35	
The educationally relevant medical findings, if any. SLD.B5.h The team must prepare a written report of the results of the evaluation that includes	II.G.(c)(7) p. 35	
SLD.B5.h The team must prepare a written report of the results of the evaluation that includes	35	
		Y N NA UD
	s. USOE Rule	I IN INA OD
	ects II.G.(c)(7) p.	
his or her conclusion. If it does not reflect his or her conclusion, the team member		
submit a separate statement presenting his or her conclusions.	indst 55	
Submit a separate statement presenting the of the contributions.		Y N NA UD
A Classification form for Traumatic Brain Injury (TBI)		
TBI.A ELIGIBILITY CRITERIA		
TBI.A1 Prior documentation by a physician of an <u>acquired</u> brain injury included in student fi	le.	
		Y N NA UD
TBI.A2 Traumatic brain injury is student's primary disability.		Y N NA UD
TBI.A3 Are the student's learning problems primarily the result of a visual, hearing, or moto		
disability, intellectual disability, emotional disturbance or environmental, cultural, or		
economic disadvantage?		Y N NA UD
TBI.A4 Is a lack of instruction in reading or math the primary factor in determining eligibility		
	II.F.(a)p.18	Y N NA UD
TBI.A5 Student's disability adversely affects student's education performance.		Y N NA UD
TBI.A6 Student requires special education/related services		Y N NA UD
TBI.B EVALUATION	-tl	
TBI.B1 Multiple measures (formal and informal) must be used to assess all areas of suspe	ected	
deficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data that are gathered must include information on the student's		
developmental history and/or pre-injury learning.		Y N NA UD
TBI.B2 The student's prior medical history, from a qualified health professional, must be on	1	I IN INA OD
record regarding specific syndromes, health concerns, medication, and any informa		
deemed necessary for planning the student's education program.	allori	Y N NA UD
TBI.B3 Although other evaluations could be considered, the following areas must be		TIVIVIOD
considered for evaluation:		
TBI.B3a Augmentative communication assistive service needs,		Y N NA UD
TBI.B3b rehabilative team evaluations,		Y N NA UD
TBI.B3c self-help/adaptive behavior,		Y N NA UD
TBI.B3d academic,		Y N NA UD
TBI.B3e speech/language,		Y N NA UD
TBI.B3f social skills and classroom behavior,		Y N NA UD
TBI.B3g intellectual/congnitive,		Y N NA UD
TBI.B3h vocational (secondary students),		Y N NA UD
TBI.B3i gross/fine motor skills.		Y N NA UD
A Classification Form for Visual Impairment (VI) VI.A ELIGIBILITY CRITERIA		
VI.A1 Visual impairment is student's primary disability.		Y N NA UD
VI.A2 When classifying a student as visually impaired, the IEP team must consider wheth	or	I IN INA OD
other impairments interfere with the comprehension of visual and/or auditory stimuli		
other impairments interiore with the comprehension of visual ana/or additory stimuli	•	Y N NA UD
VI.A3 Are the student's learning problems primarily the result of a visual, hearing, or moto	or	1 1111/1 00
disability, intellectual disability, emotional disturbance or environmental, cultural, or		
economic disadvantage?		Y N NA UD
Vi.A4 Is a lack of instruction in reading or math the primary factor in determining eligibility	? USOE Rule	
io a deli oi mondoni mi odding ei mani nie pinnary dele in dele ini dele ini dele ini dele ini dele ini dele ini	II.F.(a)p.18	Y N NA UD
VI.A5 Student's disability adversely affects student's education performance.	(((),p0	Y N NA UD
VI.A6 Student requires special education/related services.		Y N NA UD
VI.B EVALUATION		
VI.B1 Multiple measures (formal and informal) must be used to assess all areas of suspections.	cted	
deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD

VI.B3a The kind and extent of instruction needed, based on the student's present level of performance, including the functioning level of the student in adjusting to visual problems and gaining education and social successes. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.B3b The student's current and future need for instruction in Braille or the use of Braille. VI.D Page 90 VI.N N.A. UD V	VI.B2	A description of the student's visual impairment and visual capabilities must be on record from a qualified eye care professional.		Y N NA UD
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	D4.4	If the team decided to change placement, was notice provided?		

D5	D5 REMOVALS FOR BEHAVIORS THAT ARE NOT A MANIFESTATION OF THE	
D5.1	STUDENT'S DISABILITY IEP team and other qualified personnel, in a meeting within 10 days of removal that	
D5.1	constitutes a change of placement, determined that the behavior was not a	
	manifestation of the student's disability.	Y N NA UD
D5.2	LEA's discipline procedures for students without disabilities were applied in the same	TIVINA OD
D5.2	manner to students with disabilities in a meeting within 10 days of removal that	
	constitutes a change in placement.	Y N NA UD
D5.3	If the removal is a change of placement, then the student received a FBA, behavior	I IN INA OD
D5.3	intervention services, and modifications designed to address the behavior violation so it	
	does not reoccur.	Y N NA UD
D5.4	After the student has been removed from his/her current placement for 10 days during	TIVINA OD
D3.4	the school year, in the case of a subsequent removal for not more than 10 days that is	
	not a change of placement, school personnel determined the extent and location of	
	services.	Y N NA UD
D5.5	If the subsequent removal is for more than 10 consecutive school days or is a change of	TIVINA OD
0.0	placement, IEP team determined extent and location of services.	Y N NA UD
	placement, in team determined external resultant of softweet.	1 1(10,105
LRBI	LEAST RESTRICTIVE BEHAVIOR INTERVENTIONS	
	Directions: Only complete the subsections (LRBI-A or LRBI.B) that apply.	
LRBI-A	IEP Team Procedures - Level III of IV Interventions	
LRBI-A1	If student has a Level III or IV intervention in his or her BIP or IEP, file includes	
	documentation of use and failure of less intrusive interventions.	Y N NA UD
LRBI-A2	A Behavior Expert was included on the IEP team. (This may be a school psychologist,	
	behavior specialist or other individual. Ask school personnel for assistance with this	
	item.)	Y N NA UD
LRBI-A3	The file includes parental consent for a Level III or Level IV intervention. (This may be	
	the signature on the IEP if consent for the interventions is specifically mentioned. Some	
	districts may have a separate consent form.)	Y N NA UD
LRBI-B	Emergency Procedures	
LRBI-B1	If an emergency situation occurred for which parental consent had not be obtained, staff	
	notified parents within 24 hours.	Y N NA UD
LRBI-B1	If a behavior requiring emergency procedures occurred more than once per week, two	
	times per month, or a total of four times in a year, a behavior intervention program (BIP)	
	was designed to address the problem behavior.	Y N NA UD